

SAMI OVERVIEW

What is Multi-Tiered System of Supports?

MTSS is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education. This critical framework supports all students, as it creates an optimal environment of access and equity of academic and nonacademic success for all by taking into consideration each student's current performance, analyzing their needs, and matching their needs to evidence-based instruction. It is also a critical framework for systems and continuous improvement, using common data, processes, planning and practices to identify system-level needs at the educator, classroom, school, and district level. This also allows for professional learning, support and school improvement efforts that are tailored to local needs as identification of needs and matching solutions to those needs occur within whichever level the analysis is occurring [student, educator, classroom, school, district, AEA, State]. Iowa's MTSS framework cuts across content areas (literacy, mathematics and behavior) as well as grades from preschool through grade 12, and is the ultimate equalizer in educational access and attainment of student success, while supporting local context and needs. To find out more about MTSS, visit the Iowa Department of Education's [MTSS webpage](#).

SAMI Purpose

The Self-Assessment of MTSS Implementation - or the SAMI - is a needs assessment tool that helps building leadership teams understand the status of MTSS implementation at the school level. The tool supports teams to engage in active discussions to identify strengths and challenges in current MTSS implementation. It is designed to help the local system identify current practices, areas of strength, and areas for growth and refinement, and enable faculty and staff to prioritize and focus resources on those areas in need of the most attention or support. All the work and school-wide implementation efforts from statewide to local are tied to one overarching theme: increasing learning outcomes for all students. It is important to actively implement SAMI within a the building leadership team in order to:

1. Measure school-level implementation of MTSS;
2. Identify and prioritize system needs;
3. Guide action planning; and
4. Assess impact over time of action plan implementation across the system, as well as for group of students and individual students.

SAMI Conceptual Areas

The SAMI is organized around the five critical conceptual areas of Differentiated Accountability. Please note that although there are 40 total anchor items across conceptual areas, items in four of the five conceptual areas of the SAMI are rated separately in the areas of reading, mathematics and social-emotional-behavioral well-being [SEB].

1. **Leadership [7 items]**. Leadership is focused on leadership practices and behaviors that support continued system, instruction and student outcome improvement. The key features of Leadership include:
 - a. **Distributed**, which is primarily team membership, establishment of a team, representation, and roles and responsibilities of the team;
 - b. **Practices** is about establishing priorities and goals, aligning resources to priorities, monitoring and coordinating instructional programming and prioritizing and participating in educator learning;
 - c. **Competencies** is focused on the leadership team acquiring and applying complex knowledge, and solving complex problems; and
 - d. **Planning** encompasses the development of an action plan, using DBDM to improve the plan/implementation and monitoring/evaluation of MTSS Implementation.

2. **Assessment and Data-Based Decision-Making [A-DBDM; 9 items]**. A-DBDM is focused on ensuring efficient assessment systems are used to drive effective data-based decision-making. The key features of A-DBDM include:
 - i. ***Assessment***, which includes the use of valid and reliable assessments within a comprehensive assessment system, and access and use of data; and
 - ii. ***Data-based decision making***, which is the process of making informed decisions for a system, as well as for student success, through the ongoing collection and analysis of data.
3. **Universal Instruction [7 items]**. Universal instruction is the course of study, instruction and assessment deemed critical for student success. Universal instruction in Iowa must align with the Iowa Early Learning Standards (IELS), the Iowa Core Standards (ICS), or the state adopted standards or local standards that outline what educators are expected to teach and students are expected to learn. The key features of Universal Instruction include:
 - i. ***Accessible, evidence-based universal tier***, which is the short-and long-term, research-based practices implemented to meet the needs of all students;
 - ii. ***Consensus and Beliefs***, or the perceptions and opinions regarding the purpose of universal tier and students' ability to learn; and
 - iii. ***Identification of Implementation Barriers*** which are the practices to identify and prioritize barriers to implementation of universal tier.
4. **Intervention System [5 items]**. Intervention System is focused on ensuring learners who need targeted or intensive resources/supports are provided what they need to be successful across academic and social-emotional-behavioral domains. The key features of the Intervention System include:
 - i. ***Diagnose*** or educator diagnoses of student need for instructional design;
 - ii. ***Design*** or the instructional design for instructional delivery; and
 - iii. ***Deliver*** or the instructional delivery in a way that maximizes learner engagement.
5. **Infrastructure [12 items]**. School infrastructure is focused on the major MTSS structural pieces that are vital to sustain MTSS implementation. The key features of Infrastructure include
 - i. **Professional Learning** which is the implementation and support of the Iowa Professional Development Model [IPDM]
 - ii. **Scheduling** includes scheduling that allows educators to be part of professional learning communities that engage in planning and implementing universal instruction, data-based decision-making, as well as intensifying interventions;
 - iii. **Resources** is the use and allocation of resources to support the system where it needs the most support.
 - iv. **Evaluation**, or effective evaluation of the efficacy, efficiencies, alignment and implementation of MTSS [measure, monitor and adjust]; and
 - v. **Community and Family Engagement** is focused on appropriate and effective engagement of the community and family to support student success.